

Educational Architecture Award Citations

South Australian Chapter



Australian Institute of Architects

Jury Chair: Nicolette Di Lernia

Jurors: Tracey Roughana, Geof Nairn LFRAIA, Michael Hegarty

Guest Juror: James Harrison

Category Overview: The entries in the Educational Architecture category span from early childhood to tertiary projects and addressed a range of unique and complex brief requirements. All projects entered have delivered benefit to the occupants through improved functionality and environmental quality.

The projects that have been recognised deliver excellent educational outcomes within highly resolved and innovative architecture. Architects and clients have worked closely together to create student-centred learning environments that support progressive pedagogy (teaching methodology and practice) and provide flexibility to respond to future change. Through the willingness of both client and architect to challenge norms and embrace innovation that outstanding outcomes have been realised to the benefit of both students and staff.

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Project Name: Jeffrey Smart Building, University of South Australia

Practice Name: John Wardle Architects in association with Phillips/Pilkington Architects

Award given: The SA Chapter Award for Educational Architecture

Award Citation: It has been said of Jeffrey Smart, the man, that 'His work was always very considered, very deliberate and beautifully poised', and that the public related well to his art.¹ Jeffrey Smart, the building, can claim to have the same level of consideration, deliberation and poise; and has been received very well by its 'public'.

This building adds vibrancy to the evolving campus and streetscape, while enhancing amenity for the University community. The café forms the interface with the public realm, permeable to both the street and the Hoj Courtyard, around which the building wraps. The angled glazing of the Hindley Street façade provides shading and reflects downwards the activity of the street. Both courtyard and building provide varied opportunity for social interaction.

The ground floor elevation to Hindley Street and the entrance off the courtyard affirms a human scale. Looking upwards however, the significance of the building is realised. The abstracted pattern of shelved books formed by its precast panels and the cap and cascade of lightweight cladding convey a sense of dynamism. The interior is finished with a more polished version of the exterior materials. Moving through the building, softer and more natural materials are introduced, providing wayfinding and acoustic benefits.

The building accommodates 21st century library services, teaching and learning spaces that facilitate self-directed as well as teacher lead endeavours, student services and administrative offices. Various meeting spaces, a technology hub, student kitchens and breakout spaces complete the student facilities. Integrated technology optimises activity throughout and the Forum space, with its state-of-the-art presentation facilities, provides a more formal presentation space. Largely 'open-plan', at least visually, areas are defined by activity. Excellent visual access throughout the building provides natural daylighting as well as serving to orient the occupant and provide views. This building, with its repetition of form, play of light and shadow with highly resolved architecture could well have been the subject of a Jeffrey Smart painting.

¹ Attributed to Mitzevich, Nick, Director of the Art Gallery of South Australia; posted 21 June 2013; ABC News Website; <http://www.abc.net.au/news/2013-06-21/australian-born-artist-jeffrey-smart-dies-in-italy/4770682>; accessed 26 April 2015.

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Project Name: Margaret Ames Centre, Immanuel College

Practice Name: Swanbury Penglase Architects

Award given: Award for Educational Architecture

Award Citation: This is a remarkably advanced, clever and complex educational building. Externally, the building had to resolve a number of critical issues, all of which have been successfully achieved, including:

- the transformation of an existing “back area of the College “ to an integrated attractive usable area
- enhancing the original central courtyard
- connecting the existing north and south buildings with suspended walkways, and
- creating a distinct front entrance to the Centre.

Internally, the existing senior school two-storey classroom block has been utilised and integrated with the new sophisticated senior study spaces. The multilevel exterior walkways have been designed to seamlessly interconnect to the neighbouring buildings. The building celebrates with great confidence a ‘state-of-the-art’ senior student learning environment, doubly enhanced with the most advanced audio-visual and IT systems available, all tailored by the College, for the College.

Conventional classrooms, whiteboards, internal lockers and any other form of regimentation have all been replaced by a great variety of colourful, relaxed, and interestingly shaped spaces and furniture surrounding a superb internal sky lit void. Comfort, flexibility, delight and variety are clearly the key characteristics that enable wonderful student interaction and learning. The overall project delivers all these qualities and is a credit to the architect, the design team, the builder and, above all, the client.

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Project Name: Cornerstone College “Paideia”

Practice Name: Flightpath Architects (in association with Peter Moeck)

Award given: Commendation for Educational Architecture

Award Citation: “Paideia” is a well resolved, thoughtful response to the brief. The building delivers targeted middle years accommodation that responds effectively to the campus master plan and enhances the campus entry. Internally, the building provides a flexible, open learning environment that caters for varied teaching methodology and student groupings as well as community activities. This flexibility is supported by connection to a series of external informal learning and recreation spaces, and views are maximised and detailing is well resolved. The commitment of the architects in delivering an excellent outcome for the school is clear in the finished project, with students and staff embracing the opportunities that the building provides.

Project Name: Adelaide High School Learning Centre

Practice Name: JPE Design Studio

Award given: Commendation for Educational Architecture

Award Citation: The Adelaide High School Learning Centre demonstrates excellent resolution of site constraints and complex brief requirements. The façade design and materials reference the School’s architectural heritage and detailing is well resolved. Generous views connect the building to its parkland setting and archaeological remains are integrated into the adjacent courtyard. Internally, a new library and open areas at each level provide space for informal study. The teaching spaces have generous glazing, which creates an open and connected learning environment. The undercroft car parking and ‘Cloud 12’ roof terrace adds further value by providing Year 12 breakout and event spaces. Successful engagement of the staff and students is evident in the project, with students using the building outside formal teaching times, which have been extended to accommodate demand.